DOCUMENT RESUME

ED 140 193 CG 011 800

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TITLE Imaging Futuristic Career Guidance Programs. Coordinator's Guide.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
NOTE 21p.; For Participant's Workbook, see CG 011 801

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; Career Opportunities; Coordinators; *Counseling Programs; *Counselor Training; Futures (of Society); Leaders Guides; Learning Modules; *Occupational Choice; *Planning; *Workshops

ABSTRACT

This Coordinator's Guide accompanies the module Imaging Futuristic Career Guidance Programs. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but for each section the Coordinator is given the goal, suggested time, key points to review, and directions for carrying out the activity. Sections include Futurizing Career Guidance Practices; Adapting Futures Planning Techniques to Career Guidance; Using Multiple Sources to Futurize Practices; Application; and Evaluation. The workshop is intended to help school and agency guidance personnel adapt and develop their own Futuristic Career Guidance Programs. (Author/BP)

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ED140193

Career Guidance Staff Development

COORDINATOR'S GUIDE

Imaging Futuristic Career Guidance Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 011 800

National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

IMAGING FUTURISTIC CAREER GUIDANCE PROGRAMS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but should feel alert, interested and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things up, and this can be planned ahead. If things are going too fast and people are getting lost, slow down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the Module--winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over--especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the Module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the

postassessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of each participant's progress. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through t'e Module)

Prior to the workshop:

1. Study the Module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you participate in the Module before you lead it with a group.
2. Make sure all needed materials are present for the workshop. Participants will need a few sheets of blank paper. You may want to use a blackboard or newsprint to record group activities to share with the total group.
3. Make sure that room arrangements are appropriate. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the Module.
2. Establish time limits (lunch, when the day ends) and the schedule for the day, and do your best to stick to them.
3. Follow the instructions in this guide for the following:
   A. Introductory Activity
   B. Introduction: Module Goal, Objectives, Outline and Glossary
   C. Session I: Futurizing Career Guidance Practices
   D. Session II: Adapting Futures Planning Techniques to Career Guidance
   E. Session III: Using Multiple Sources to Futurize Practices.
   F. Application
   G. Module Wrap-Up

INTRODUCTORY ACTIVITY

Goal: The Introductory Activity is designed to help participants be aware that although few career guidance practices are now futuristic, they can be futurized using the modifications approach without total program revision.

Text: (5 minutes)

1. Have the participants read the text. Tell them to scan the three sections of the Future-Conscious Career Planning goals quickly as a review.
2. Review the following points for participants:
   A. Future-Conscious Career Planning goals can provide a basis for futurizing career guidance practices.
   B. This Module will focus on using the modifications approach as a way of futurizing career guidance practices without major program revision.
   C. Practices can be futurized by adapting futures planning techniques to career guidance or by futurizing existing career guidance practices.
   D. This Module will help you develop skills in using futures planning techniques in designing career guidance practices, in redesigning existing career guidance practices to make them more futuristic, and in using multiple sources of information to generate futuristic career guidance practices.

Activity: Futuristic Practices (15 minutes)

1. Review the Futuristic Practices form with participants and be sure that they understand the form.
2. Have participants complete the "Futuristic Practices" form. They may use a goal from any of the three sections of the "Future-Conscious Career Planning Goals" on pages 1, 2, and 3.
3. Have participants work in pairs to share their goal and practice. Have them suggest revisions for each other's practice which would make it more futuristic.
4. Summarize by explaining that most guidance practices have the

potential to be futurized. This Module will help participants develop skills in futurizing practices.

INTRODUCTION

MODULE GOAL, OBJECTIVES, OUTLINE AND GLOSSARY

1. Module Goal and Objectives (5 minutes)

   A. Have participants read the Module Goal and Module Objectives.

   B. Explain that this is the second of two Modules to help participants utilize future trends data in developing Future-Conscious Career Guidance Programs. The first Module, "Imaging Futuristic Career Guidance Goals," is a prerequisite for this Module.

   C. Explain that this Module is designed for counselors or for students in pre-service training programs who have had previous exposure to career development theories and to sources of educational-occupational information.

   D. Explain that the Module assumes that the participant is not familiar with the area of futurism and is designed as an orientation to the process of futurizing career guidance practices.

2. Module Outline (5 minutes)

   A. Have participants review the Module Outline.

   B. Tell participants that they will be involved in three sessions. Each of these sessions will present basic information and will have an activity to help participants apply the text information to a given situation. There will also be an Application in which participants can apply basic learnings of the Module.

      The three sessions are:

      Futurizing Career Guidance Practices
      Adapting Futures Planning Techniques to Career Guidance
      Using Multiple Sources to Futurize Practices

3. Glossary (5 minutes)

   A. Have participants read the Glossary.

   B. Answer any questions participants may have about the meaning of the terms in the Glossary.

FUTURIZING CAREER GUIDANCE PRACTICES

Goal: This session is designed to introduce participants to the modifications approach to futurizing career guidance practices using the Futurizer's Measuring Stick. The activity helps them practice this modifications approach.

Text: (20 minutes)

1. Have participants read the text as far as the "Example." Tell them to stop when they get to that point.

2. Review the following points:

   A. Futurizing does not require major program changes.

   B. Existing practices can be futurized with judicious modifications.

   C. The Futurizer's Measuring Stick can be used to evaluate and futurize existing career guidance practices.

   D. The Futurizer's Measuring Stick uses the following criteria: (1) Goal Attainment, (2) Time Perspective, (3) Array of Futures, (4) Creative Imaging, (5) Whole Person Orientation, (6) Riskiness, and (7) Resource Resourcefulness.

3. Read the "Example" to the participants. While you read, have participants look at the Futurizer's Measuring Stick Report.

4. Discuss the Futurizer's Measuring Stick Report and have participants ask questions about the criteria if they are not clear to them.

5. Tell participants that they will participate in an activity to practice using the Futurizer's Measuring Stick to futurize a career guidance practice.

Activity: Futurize a Practice (80 minutes)

1. Have participants read the description of the activity.

2. Have participants meet in small groups of three or four.

3. Have participants first work alone to read the "Practice Simulation" and to complete the "Futurizer's Measuring Stick,"

jotting down ratings and giving brief reasons for the ratings. (15 minutes)

5. Have a participant from each group report his/her group consensus ratings. Encourage discussion of differences in group ratings. You may want to put all group ratings on the board to help comparisons. (15 minutes)

6. Have each group use the "Futurizing Form" either to modify and/or design two new goals and activities to use in the "Planning Ahead" package. (20 minutes)

7. Have each group share the information about one of their goals and activities with the entire group. (15 minutes)

8. Review questions which participants have about the futurizing process.

ADAPTING FUTURES PLANNING TECHNIQUES TO CAREER GUIDANCE

Goal: This session is designed to introduce futures planning techniques and to describe two of these techniques. In the activity, the participants design a career guidance practice which uses futures planning techniques.

Text: (15 minutes)

1. Have the participants read the text up to the "Example."

2. Review the following points:

   A. Futures Planning techniques can be adapted for use in career guidance.

   B. Futures Planning techniques focus on methods which can help planners develop creative solutions to uncertain problems.

   C. The scenario is a creative description of a future alternative which helps the learner experience the future. Types of scenarios are: (1) incomplete scenario, (2) media scenario, and (3) role play scenario.

   D. The Delphi technique is a method of polling opinions of several people while controlling for interpersonal influence. Types of Delphi techniques are: (1) Delphi conference and (2) Delphi balloting.

3. Read the example to the participants.

4. Discuss the example to be sure the participants understand how futures planning techniques are used.

5. Have participants read the Summary.

Activity: Experience the Future (75 minutes)

1. Have participants read the activity description.

2. Have participants work in groups of three to four people. These can be the same groups as in the last activity or different groups. Be sure there is an equal number of groups since each group will need to team with another group later in the activity.

3. Have each group design one career guidance practice which uses the scenario and/or Delphi technique. They can refer to the "Futurizing Form" from the previous activity in which they attempted to redesign one of the goals and activities from the "Planning Ahead" simulation. They can use the same futurized goal or futurize another one, and can use the "Future Trends Paper" in the Appendix to design the practice which they will pilot with another group. They will record their ideas on the "Futurizing Form - Delphi/Scenario." The practice should be no longer than fifteen minutes. (30 minutes)

4. Have two groups meet together.

   Round 1: Have one of the groups act as the leaders and pilot their Delphi/Scenario practice with the other group who act as students. Have the student group complete the Futurizer's Measuring Stick and give feedback to the leader group. (20 minutes)

   Round 2: Reverse roles of the groups and repeat as in Round 1. (20 minutes)

5. Encourage discussion about the designing and piloting experience.

USING MULTIPLE SOURCES TO FUTURIZE PRACTICES

Goal: This session stresses the importance of using a variety of information sources to futurize career guidance practices. The activity demonstrates the information scanning process.

Text: (20 minutes)

1. Ask two participants to volunteer to help you with the text.

2. Have all other participants turn to the "Information Sources" sheet at the end of the text. Tell them to be thinking about information sources which they remember as they hear the text. These will be recorded when the text is completed.

3. Assign one of the volunteers to read all even numbered items in the "Example" and the other to read all odd numbered examples. You read the text, stopping to have the volunteers read their assigned parts.

4. As soon as the text is completed, have participants record their ideas on the "Information Sources" sheets. Give them only five minutes but tell them they will have more time to complete this later.

5. Review the following points for participation.

   A. Scanning information sources can give many ideas about how to futurize career guidance practices.

   B. Some possible sources are the ERIC system, the Futurist magazine, journals, magazines, newspapers and television programs.

6. Tell participants that they will now participate in an activity to share information sources with other participants.

Activity: Information Sharing (40 minutes)

1. Ask participants to read the description of the activity.

2. Have participants meet in groups of three to four.

3. Have participants work alone to complete their "Information Sources" sheet which they started during the text. (5 minutes, but allow more time if needed.)

4. Have each group appoint a spokesperson who will represent the group later in the activity. This person should make a master list of all ideas from his/her group.

4. Have each participant in the group share his/her "Information Sources" with the group. They should take turns sharing only one "Source" at a time. Have other group members ask questions to be sure they understand the source. Have all group members record "Information Source" ideas which they particularly like on the "Master Information Sources List." (15 minutes)

5. Have all of the spokespersons form a small group in the front of the room.

6. Have the spokespersons take turns reporting one "Information Source" from their group's list. Continue until each spokesperson has reported three "Information Sources." Other spokespersons should ask questions about the "Information Source" to help clarify exactly what it is. While the spokesperson group is reporting, have spokespersons and other participants record "Information Sources" on their "Master Information Sources List." (20 minutes)

7. Tell participants that they will now participate in an Application activity to help them apply the information from this Module.

APPLICATION

Goal: The goal of this Application is to have each participant design a futurized career guidance practice and to have another participant evaluate the practice using the "Futurizer's Measuring Stick."

Directions: (60 minutes)

1. Have participants read the Application description.

2. Have each participant select three goals and record them on the three "Futurizing Forms" as in Item 1 of their instructions.

3. Review the instructions given in Item 2. They must design <u>two</u> activities for <u>each</u> of the <u>three</u> goals for a total of <u>six</u> activities. At least one of the six must be an example of the scenario or the Delphi technique. (Note: They do not need to use both of these.) At least one of the six must be suggested by the "Example" in the "Using Multiple Sources to Futurize Practices" session. At least one of the six must be a "new" activity which they have developed or adapted.

4. Tell participants that they may use any of the Module materials to design their practice. They should record the six activities in enough detail for another person to understand them.

5. Have participants work alone to design their practices by completing the three "Futurizing Forms." (30 minutes)

6. Have participants work in pairs.

7. Have each pair exchange their Module booklets and work alone to complete the "Futurizer's Measuring Stick-I" for each other's practices.

8. Have participants take turns giving feedback on their evaluations and discuss the practices. Tell them <u>not</u> to change their original evaluations.

9. Collect the "Futurizer's Measuring Stick-I" for each participant. Be sure that names are on the forms. These forms will provide the evaluation for Objective 3.

MODULE WRAP UP

Goal: Administer the Postassessment, describe References, and answer any final questions.

Directions: (20 minutes)

1. Have participants complete the Postassessment.
2. Describe the References to participants.
3. Have a brief open discussion on any questions which participants have about the Module.

EVALUATION CRITERIA

Module Objectives

1. Identify criteria for evaluating career guidance practices on the futuristic dimension. Successful completion will require the participant to correctly answer at least five out of seven matching items related to the "Futurizer's Measuring Stick" criteria. The evaluation is based on Objective 1 of the Postassessment. Correct answers are given in the Coordinator's Guide.

2. Use these evaluation criteria to evaluate the extent to which career guidance practices are futuristic. Successful completion will require the participant to complete the "Futurizer's Measuring Stick - II" report for a career guidance practice and to receive at lease nine points when his/her report is compared to an "Expert Panel" report. The evaluation is based on Objective 2 of the Postassessment. The "Expert Panel" report and scoring instructions are given in the Coordinator's Guide.

3. Design a futuristic career guidance practice which uses activities from multiple information sources and futures planning techniques. Successful completion will require the participant to receive at least four "High" or "Middle" ratings and four "Yes" ratings on the "Futurizer's Measuring Stick - I" in the Application. Evaluation will be completed by another participant during the Application.

Evaluation Criteria

1. Objective 1

Postassessment Item 1 answers.

1.	F	4.	B
2.	G	5.	A
3.	D	6.	C
		7.	E

Evaluation Criteria: Participant must have 5 of 7 items correct.

2. Objective 2

Postassessment Item 2 scoring instructions.

A. Use the "Expert Panel Futurizer's Measuring Stick" on the next page as a guide.

B. Compare the participant's numerical ratings to those given by the "Expert Panel." Give one point for each of the seven ratings which agrees with the "Expert Panel" ratings. Total the number of points.

C. Compare the participant's reasons with those given by the "Expert Panel." Give one point for each participant reason which was mentioned by the "Expert Panel." Total the number of points for the seven participant reasons.

D. Add total points received in B scoring with total points received in C scoring to get total "Futurizer's Measuring Stick - II" score.

Evaluation Criteria: Participant must score at least nine points on the total "Futurizer's Measuring Stick - II" score to have achieved the objective.

3. Objective 3

Evaluation Criteria: Participant must receive at least four "High" or "Middle" ratings and four "Yes" ratings on the "Futurizer's Measuring Stick - I" which his/her partner completed in the Application.

Expert Panel Futurizer's Measuring Stick

Report for Postassessment Objective 2

	Rating			Reason for Rating
	High	Middle	Low	
1. Goal Attainment		X		Does use Future-Conscious Career Planning goals. Probably won't result in student attainment of goals because of type of activities used.
2. Time Perspective	X			Does focus on "middle term" future. Time line and movie related to "middle term" future.
3. Array of Futures		X		Uses six work roles from movie. Could use other trends data sources and have students image alternatives.
4. Creative Imaging		X		Students are given list of future work roles and values, but they are encouraged to brainstorm skills, attitudes and behaviors.
5. Whole Person Orientation			X	Focuses only on work roles. Ignores education and life style areas.
6. Riskiness			X	No discussion of risk in new work roles encouraged. Moderate risk strategy is not discussed.
7. Resource Resourcefulness		X		Does use future trends data, but uses limited sources--only the movie and one list of currently existing values.